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ABSTRACT

The nine modules in the program described here are designed to enhance the professional competency of teachers interested in learning how to use instructional strategies to promote individualized instruction. The approximate time required for completion of this competency based program is 42 hours. A module instructor is needed as a resource person and for purposes of evaluation. Video or audiotape equipment is required for at least one module. This program description includes information on course purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

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ED166155

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: COMPETENCY BASED TEACHER EDUCATION: INSTRUCTIONAL STRATEGIES (Overview of a nine-part series)

Publication Date(s): 1972; revised 1973

Intended Users: Inservice and preservice teachers interested in learning how to use instructional strategies to promote individualized instruction

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): Middle and secondary school

Number: Individual or group

Primary Focus: The intent of this program is to build skill and provide information in a variety of areas, all of which are related to instructional strategies leading to individualization of instruction and greater participation in his/her own education.

School subject(s) and/or inservice topic(s) covered:

Most of the modules in this set have the following subheadings: core - professional technical; and area - instructional strategies. The inservice topics covered include: instructional deductive strategies; individualized and programmed instruction; tutoring; open classroom; and use of community resources. The program is applicable to most content areas.

What participant does in using the materials:

The user reads the objectives, takes the pretest, reads the rationale, selects an instructional objective, and takes the posttest. As this is a competency-based program, the user need not continue through the steps in a particular module if s/he passes the pretest.

Resources:

The program consists of nine modules, each between 20 and 30 pages long. Approximate time required for completion of the program is 42 hours. (More time may be needed for discussion and conferences with instructor and peers). A group of peers is required for the purpose of discussion and evaluation. A module instructor is needed as a resource person and for purposes of evaluation. Video or audiotape equipment is required for at least one module.

Describer critique:

While the total scope of this product (covering nine important educational techniques) is quite wide, the depth of the treatment is limited. This, however, does not necessarily detract from the value and merit of the material, which can be used to enhance teaching skills and develop good basic knowledge. To this end, users will find the program appropriate and applicable.

SP013 778

II63 peer tutoring - open classroom - (CM) community resources - (II) teaching strategies TD

1.0 PURPOSES:

Rationale

The principle of competency-based education implies that certain needs are identified by those associated in some degree with teacher effectiveness. Objectives are set, means to achieve those objectives are developed, and evaluation techniques are supplied. The nine modules in this package are designed to enhance the professional competency of the teachers following this inservice program.

Goals

The purpose of this program is to develop in teachers the ability to be aware of and utilize different available instructional strategies in order to meet individual needs of their students and to enhance their own teaching skills.

Objectives

The objectives of this program are to enable users to:

- describe and implement a variety of different instructional and management strategies;

- demonstrate competence in each of nine subheadings, e.g.:

  1) instructional strategies,
  2) inductive,
  3) deductive,
  4) modules,
  5) individualization,
  6) tutoring,
  7) open classroom,
  8) [no module included],
  9) community, and
  10) programmed instruction.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The total program is comprised of nine modules, the titles of which are listed below. [Note: Module #8 is no longer available.]

Module No.	Title	Time required for completion (approx
I:D-1	"Instruction Strategies"	5 hours
I:D-2	"Inductive Strategies"	10 hours
I:D-3	"Deductive Strategies"	10 hours
I:D-4	"Instructional Modules: What They Are"	1 hour
I:D-5	"Individualizing Instruction"	2 hours
I:D-6	"Tutoring"	3 hours
I:D-7	"The Open Classroom Concept"	2-4 hours
I:D-8	Not included in package	
I:D-9	"Use of Community Resources"	3-5 hours
I:D-10	"Programmed Instruction"	2 hours

Sequence

Although the sequence within each module should be followed as indicated, there is no need to follow the numerical sequence of the modules (each of which can be purchased separately). Selection of modules will depend on the needs of the users.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

Most of the instructional modules (IM) utilized in the University of Texas at El Paso teacher education program follow a similar format: specific instructions are included in each IM. The user reads the objectives, takes the pretest, reads the rationale, selects an instructional alternative, and takes the posttest. If the user passes the pretest, there is no need to continue through the other steps. Should the user fail the posttest, it will be necessary to recycle and select another instructional alternative.

3.2 Help given in use of product:

Each volume of this nine-part product is self-contained and can be completed without additional material. Bibliographies are provided at the back of each module for reference when greater in-depth information is desired.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each of the nine modules has a pretest and a posttest which permit the participant to evaluate inservice learning.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Although the number of hours needed for program completion indicated by the developer totals 42, possibly more time would be needed to fulfill discussion and evaluation requirements. How the modules are organized is entirely up to the users. Several possibilities exist for program structure, for example: 1) one module each week; 2) all nine modules distributed over a semester or even an entire school year; 3) a module as one among several resources. It is recommended that the product be used in a small group with a module instructor.

5.2 Distributor name/address:

College of Education
The University of Texas at El Paso
El Paso, Texas 79968

Dr. Phyllis K. Benson
Director, Learning Resource Center
(915) 747-5562

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
COMPETENCY-BASED TEACHER EDUCATION: MODULES 1 through 10 (module 8 not available)				
I:D-1 "Instructional Strategies"	$2.00	no	1/participant	yes
I:D-2 "Inductive Strategies"	$2.00	no	1/participant	yes
I:D-3 "Deductive Strategies"	$2.00	no	1/participant	yes
I:D-4 "Instructional Modules: What They Are"	$2.00	no	1/participant	yes
I:D-5 "Individualizing Instruction"	$2.00	no	1/participant	yes
I:D-6 "Tutoring"	$2.00	no	1/participant	yes
I:D-7 "The Open Classroom Concept"	$2.00	no	1/participant	yes
I:D-8 Not available				
I:D-9 "Use of Community Resources"	$2.00	no	1/participant	yes
I:D-10 "Programmed Instruction"	$2.00	no	1/participant	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by several different people, all of whom were associated with the College of Education of the University of Texas at El Paso as faculty members.

Modules 1, 2, and 3:	Norma Hernandez
Module 4:	Joe Lars Klingstedt
Modules 5 and 9:	Hilmar E. Wagner
Module 6:	Roy Buckmaster
Module 7:	Francis Rice
Module 10:	Velma Lou Davis

6.2 How developed and when:

The materials were written and developed through the cooperative efforts of the El Paso Independent School District, the Ysleta Independent School District, Region XIX Education Service Center, a community council representing El Paso, and the Texas Education Agency, supported in part by a grant from USOE awarded to the University of Texas at El Paso.

As part of the regular development of the product, revisions were made one year after the initial publication.

6.3 Evidence of effectiveness with users:

This product was field tested at the University of Texas at El Paso both with in-service teachers taking courses and with preservice undergraduate students doing their practicum. Some of the exercises were simulated with peers. In most cases the module was revised one year after its original development based on feedback from the field testing.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

In most cases, a study of the module will adequately enable the user to achieve sufficient competency for implementing the focused strategy, although at times, either prior knowledge or somewhat broader exposure would be desirable for optimum results. The product is greatly adaptable to different users and learning settings, a wide range of grade levels and a variety of subject areas. The technical quality of this material is adequate: it is mimeographed and spiral-bound. Occasional typographical errors can be found, as are pagination errors in Volume 1.

Content accuracy/social fairness/community acceptance issues:

In most cases, the information contained in these modules is extensively referenced and does not appear to present factual discrepancies. There is no apparent ethnic or sex bias, even though the masculine pronoun is used, instead of a compound masculine/feminine. The content of some of the modules would be considered controversial only to those not in agreement with the approach described (e.g., programmed instruction).

Overall summary/comment:

While the scope of this product is quite extensive, covering a wide range of instructional techniques, the depth of the treatment is, of necessity, limited. As an overall resource, the modules can be used to bring about a measure of competency in each of nine important educational concepts. No one using these, however, could hope to become fully expert in any of the areas dealt with. Some prior knowledge of the material, or a certain amount of further study would be desirable (at least in some, if not all of the modules) before optimum success in implementation can be expected. As a basic guide in enhancing selected teaching skills and techniques, however, users will find this program valuable.

LB-10/77